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REPORT ON THE
DIPLOMA IN THEOLOGICAL, RELIGIOUS AND ETHICAL STUDIES
(TRES)

submitted by the

Department of Theological Studies

December 14, 1987

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1. Introduction

The Diploma in Theological, Religious and Ethical Studies (the "TRES diploma program") was established in 1976-77. Since that time only a few changes were made to the original program. There are three changes I would like to recall:

1. the introduction of areas of concentration
2. the differentiation of three levels of study in order to meet requirements of the Quebec Ministry of Education regarding the 12 credit graduate component
These two changes aimed at improving the academic quality of the program.
3. The replacement of the one hour oral In-Program-Assessment-Examination by a three hour written examination.

Other changes took place, but they were more of a technical nature, such as improved course presentations, or administrative adaptations particularly in the changing climate of inter-departmental collaboration.

What changed were also the Program Directors: From 1978-1983, Dr. Michael Fahey, from 1983-1986 Dr. Moroziuk, from 1986-1989 the present Director. But since I was on Sabbatical leave during the first year of my appointment, Dr. R. Moroziuk, besides being chairman of the department, continued as Acting Program Director during the academic year of 1986-87.

Everyday practice brought certain changes which were incompatible with the academic quality of the program as a graduate operation. But I am also convinced that these problems can easily be straightened out and do not require any drastic surgery.

This is the third time that the TRES diploma program director is called upon submitting an appraisal of the diploma program. The first report was submitted by Dr. Fahey in december 1979, and the second by Dr. Moroziuk in 1983. What was said in these reports on the aims and objectives of the TRES program is still valid; I am therefore not repeating them here. In this third report I will rather focus on the students, on the professors, on the TRES courses, on some components of the program itself, and on some questions of resources.

After the massive written support Dr. Moroziuk received last year from students and from the community at large for his idea of establishing a M.A. in theological studies at Concordia I abstained from tabbing the same sources again for the TRES program. I only contacted the major parties interested in our program: the Protestant School Board of Greater Montreal (see enclosed letter), the English-speaking sector of Montreal Catholic School Commission, and the directors of the Christian Training Program (CTP) (letters forthcoming). These three organizations always were and still are the main suppliers for our TRES students. From my discussions with these organizations, and from my interview with most of the present TRES students, I know that there still is an enormous interest and need for our program, at least for the next four years.

Since I am new in the job, I did the evaluation of the program almost with the critical eye of a detached outsider; but this also forced me to do some research into the Degree Certifications of the TRES diploma graduates from 1983 to 1987, to explore the dossiers of the present TRES students, to review the bank of courses offered by TRES in the last four years, and to consult my colleagues and our students. I also refer to my own experience as teacher in the TRES program since its beginning.

2. The TRES Students

2.1 Student Profile

The files of the TRES Diploma Students who are presently taking TRES courses reveal the following profile:

The average age of these TRES students is 42.2 years. The youngest student is 22 years old and one of our senior students celebrated his 61st birthday.

There are slightly more men (54.3%) in the program than women (45.7%)

As far as the civil status is concerned, 51.6% indicated that they are married, 35.5% single, 12.9% other.

85.7% are canadian citizens, 11.4% are Americans from the United States, and 2.9% are British.

Linguistically our students constitute a rather homogeneous group: for 91.2% English is the first language; 2.9% indicated French, and 5.9 other.

48.6% entered the program with a previous academic degree from Concordia University, 51.4% from another university (in Canada, the USA, India, and England). Among the former Concordia students there are 1 PhD, 14 B.A., and 2 B.Com. The disciplines in which these students earned their degree include English, Psychology, Political Science, Applied Social Sciences, Computer Science, Commerce, and Mechanical Engineering. Only one of the former Concordia Students comes from Theology (B.A.). The students who entered the TRES program with a degree from another university were holding a M.D., M.A, M.Sc, M.Ed, M.B.A., M.S.W, B.Sc, B.A. or B.Mus., from McGill, Bishops, University of Toronto, University of Montreal, University of Saskatchewan, St.Thomas University and others. Their previous academic specialization was in Engineering, Business Administration, English, French, German, History, Philosophy, and Music. Considering the academic background, of the students entering our program, we can expect a good scholarly ability, but no academic preparation in our own field. It is of utmost importance that these students acquire the bases of our discipline, through our introductory courses, before they enter graduate courses.

In the present Fall semester nine new students were admitted to our program; this is exactly the same number as in the Fall of last year. 67% of

the present TRES students started the program within the last two years. Five students, or 14%, have been in the program for more than 4 years and, normally, should already have received their diploma.

In analyzing the responses to the question of motivation for entering the TRES program, we found that 42.8% expect to improve their knowledge and competence in theology, religion and ethics for their teaching career in High Schools, CEGEPs or other institutions of adult education; 40% expect to deepen their knowledge in view of services to their churches (such as diaconate or order of service); 14.3% entered the program for personal interests in Theology, Religion and Ethics. One person expects to gain additional knowledge for her social work. Those expectations correspond closely to the objectives for which the TRES program was set up. They remained practically unchanged since Dr. Fahey's report of 1979.

2.2 Enrollments

The enclosed Diagram I gives the general statistics of the overall enrolment of students in the TRES program from 1983-88, indicating the number of students who graduated from the program, who followed the program as full-time or part-time students, who just took individual courses as independent graduate students, or who for one reason or another withdrew from the program. The enrollments are at the even renewal level. There seems to be enough registrations to guarantee the continuation of the program. The situation might change if the TRES students accelerate the pace of their study, or if too many students transfer to the projected M.A. in Theological Studies after passing the In-Program-Assessment Examination.

2.3 Study habits

In order to get a clearer picture of the study habits of our TRES students, we analyzed the dossiers of the 26 students¹ who over the past years graduated from the program or whose Degree Certification had already been sent to the Graduate Office. The following insights were gained from this study:

The average student spent two and a half years to fulfill the formal course requirements (10 courses of 3 credits each). 70% of our graduates finished their course work within three years or less. 23 % needed more than four years; they either went through the process of withdrawal and readmission or they were granted extension for legitimate reasons. For the forecast this means that in the next years ca 14 students will graduate each year and have to be replaced by new students; to this number has to be added the equivalent of an average of 9 withdrawals per year.

Most of the program students (92%) are part-time students. In the last two year there seem to be an increase of full-time students in the program. 46 % of our graduates took courses semester by semester without any interruption; about half of the students took the summer semester off. Each

¹A list of these students can be found in the Annex.

Diploma graduate took an average of 1.5 courses in each active semester. As indicated at the bottom of Diagram II, in 1987-88, each TRES student takes an average of 3.2 courses during the present academic year. This might be an indication that the future TRES students will graduate much faster than in the past four years.

Later on I will analyse in detail the study behaviour in regard to the types of courses (Cluster A, B, C) and in particular to the Graduate Tutorials (TRES 588, 599) and to the In-Program-Assessment-Examination (TRES 599) where there seems to be a substantial problem. See also Diagram IV.

3. The Professors

During the period of 1983-88, the courses offered in the TRES programm were and are taught mainly by 5 or 6 full-time professors of the Department of Theological Studies (Dr. Fahey, later replace by Dr. P. Bright and now by two part-timers, Dr. P. Garnet, Dr. J. Hofbeck, Dr. S. McEvenue, Dr. R. Moroziuk, Dr. Ryan, and Dr. Spicer). They together taught an average of 21.4 TRES courses per year, constituting 61% of the total TRES offerings.

The next 20% of all TRES course (7.25 courses/year) were offered by 11 professors of the Religion Department, and by three professors from the Philosophy Department (Doyle, Allen, Mullet). For the present academic year, unfortunately, neither the graduate calendar nor the departmental course guide list any TRES course from these two departments. It is hoped that more explicit collaboration will be obtained in the coming years. In the mean time, students can select courses from those two departments via the tutorial numbers (TRES 588 and TRES 589); this indirect procedure, however, requires substantial counselling of individual students, and looses the visibility of the many choices within the TRES program. The courses offered by the two departments were almost exclusively C-cluster (graduate) courses. But, as our records show, only very few of these courses were actually chosen by TRES students at registration.

The final 18% of TRES courses (6.4 courses/year) were offered by a total of 13 part-time professors. Officially, these courses were only A and B cluster courses. But some students were allowed to take these A and B level courses as graduate C Cluster courses by taking them as a Graduate Tutorials. In hiring part-time professors, the department therefore has to keep in mind that these professor might indirectly be called upon teaching quasi-graduate courses.

There was also a good collaboration between individual professors from the departments of Theological Studies, Religion, and Philosophy for the In-Program-Assessment-Examination TRES 599.

Considering the high academic competence, the long teaching experience and the age of these professors, the TRES program certainly can continue to function for many years with the present teaching staff, particularly in view of the fact that an adequate replacement might be found for Dr. Fahey who left the department in 1985-86.

4. The TRES Courses

Diagram III gives a global picture of the number and of the type of TRES courses offered from 1983-84. No major changes have been made over the years. What surprises perhaps most in looking at the results of the diagram is the great number of courses. There are almost as many courses offered each year as there are TRES program students. This situation has its explanation in the fact that two third of the courses proposed are offered at the undergraduate level with a different number. Furthermore a certain number of courses offered, particularly on the graduate level, have extremely few TRES program students. A more global revision of the program (involving discussions on the meaning of TRES 599) might have to address itself to the issue of number of courses to be offered. In his 1979 report, Dr. Fahey was already aware of the problem when he wrote: "While the range of choices for the student may seem excessive, this is actually the attraction and value of the program, especially in as much as the director personally supervises the choices to assure that each student focuses properly on specific areas²". Experience has shown that this is too heavy a burden on the shoulders of the program director. A solution requires the collaboration of the full department. In another context, Dr. Fahey makes a similar suggestion: "Currently most of the 300 and 400 level undergraduate courses are listed among the Cluster A and Cluster B offerings. One might reflect on the possibility that the diploma director would choose from among them. However, this could be interpreted as an odious judgment of comparative value". Nothing has been changed since then.

The enrolment figures for the various types of courses are as follows: an average of 3.7 TRES students of the past four years took A cluster courses, 2.3 Students B Cluster courses, and 0.9 students chose a C Cluster course (not counting the Tutorial or the In-Program-Assessment-Examination).

TRES courses were offered in Fall, Winter, and in the Summer semester, with a total average of 1.4 courses in the Summer, 16 in the Fall, and 16.6 in the Winter Semester. Diagram II shows the actual course enrollments for 1987-88 in reference to three categories of students: TRES program students, Independent graduate students who take TRES course, and M.A. Students from the Religion Department. There seems to be an increase of course enrollments in the summer semester. But it is too early to decide whether this constitutes a new trend. We also noticed an increase of Full-time Students which might need some further attention regarding the adequate fulfillment of the program requirements.

All courses listed in the Graduate Calendar were offered at least once during the past four years with the exception of the following courses:

²Emphasis added, as in other quotations

From the Cluster A: Introductory Courses

TRES 511 Studies in Comparative Religion

TRES 513 Studies in the Philosophy of Religion

From the Cluster B: Intermediate Courses

TRES 532 Comparative Religious Ethics

TRES 535 Recent Developments in Moral Theology II

TRES 544 Advanced Studies in Classical and Medieval
Judaism

TRES 546 Advanced Studies in Modern Judaism II

From the Cluster C: Advanced Courses

TRES 550 Current Theology and Religious Education

TRES 555 Seminar in Theology and Religious Education

TRES 578 Topics in Theological Ethics

These nine course numbers which were not used in the past four years, constitute only 18% of the TRES course numbers. They should not be deleted automatically from the Calendar, since they might be needed in the near future, e.g. TRES 550 and 555 for a Teachers' Summer Institute, or for special courses in response to the new requirements imposed on religion teachers by the Catholic and the Protestant Committees of the Superior Council of Education.

5. The TRES Program

Besides the three changes mentioned at the beginning of the introduction of this report, the TRES program has not been modified, at least not officially. But circumstances have produced unexpected modifications where it becomes very difficult to administer certain program requirements such as the In-Program-Assessment-Examination, or where the credibility of the program as a graduate operation is at stake. Issues related to these problems must be raised.

5.1 Graduate Tutorials and Cluster C (Graduate level) courses

Among the courses offered in the TRES program, there are two Graduate Tutorial numbers (TRES 588 and TRES 589). These Graduate Tutorials belong technically to the C-Cluster (Advanced) Courses. A TRES program student is required to choose, in consultation with the diploma program director, a minimum of 12 credits from Cluster C. (see Graduate Calendar p.297). There is no particular obligation for a student to take a Graduate Tutorial in order to comply with this requirement. Among the TRES courses offered from 1983 to 1988 there were, every year, an average of 9.2 formal graduate courses from which a student could choose (not counting the two Graduate Tutorials). And one would have expected that at least 40% of the TRES courses (four out of ten) would be selected from the official graduate courses in order to receive a graduate diploma in accordance with the requirements of the Ministry of Education. But in examining the Degree Certifications of the Diploma candidates of 1983-88, some unfortunate facts come to light.

Among the 26 Diploma candidates from 1983 to 1988, eleven (or 42%) never took a formal graduate course; they fulfilled the graduate requirement

through the Tutorial numbers; some have up to 6 Graduate Tutorials in their transcript. Eight students had one formal graduate course; there were two students with 2, three students with 3, and only two students with, what would be normal, 4 formal graduate courses.

In examining the content of the Graduate Tutorials one can easily find out that they are not real tutorials; their numbers (TRES 588 and TRES 589) are rather used for registering a student into other courses. This procedure might be very useful in cases where no suitable graduate courses were foreseen in the Calendar or in the departmental course guides and where another graduate course must be taken e.g. in the Philosophy department. But sometimes the courses for which the Tutorial numbers were used were undergraduate courses, including 200 level courses. Most of the time, the professor treated the TRES students the same way as undergraduate students. One of my colleagues told me, that often he realized the difference only at the end of the course when he had to fill in two different grade sheets. This condition does not allow our well qualified students to reach their full academic potential. This practice also explains why even the members of the Theology Department who offered formal graduate courses seldom saw a TRES student in their courses and sometimes even had to cancel a graduate course for lack of enrolments.

5.2 In-Program-Assessment-Examination (TRES 599)

The Graduate Calendar mentions the following requirements regarding the In-Program-Assessment-Examination:

1. It has to be successfully completed before a Cluster C course can be undertaken. (This requirement is stated twice, on p. 297 and 298 of the Graduate Calendar)
2. It involves three content areas, chosen from the following: Bible, History of Christianity, Theological Studies, Ethics, Judaism, World Religions, Philosophy of Religion.
3. This examination is based on prepared syllabi and reading lists
4. If failed on a first attempt, it may be attempted one more time.

In the period from 1983 to the present only one candidate failed twice this In-Program-Assessment-Examination.

With a few exceptions, the syllabi and reading lists were always prepared by three professors from the above mentioned seven areas in collaboration with the student concerned. The preparation and passing of the examination involved professors from the three TRES departments: Theological Studies, Religion, and Philosophy. Until 1983, the examination was a one hour scrutiny in front of the three professors. This caused disproportionate anxiety among the students. The program director therefore moved progressively to the method of a three hours written examination with questions from the three professors who then evaluate the results. Students and professor seem to favour this approach.

Externally, the "mechanics" of this Examination works very well. But at

a closer look, it is evident that it needs substantial re-thinking by the department: the In-Program-Assessment-Examination does not do what it is supposed to do, and neither the students nor the professors seem to really know what it is meant for, in spite of the fact that the Graduate Calendar is clear: this examination should prove that a candidate is academically ready to move on from undergraduate to graduate courses, at least in the three areas of concentration.

In reality, none of the 26 TRES Diploma candidates undertook this examination before proceeding with work in Cluster C courses. With one exception, the TRES 599 examination was for the diploma students the very last academic activity in the program. For some there is even a considerable laps of time between the completion of the last course and the passing of the "In-Program-Assessment-Examination". 30% of those who graduated since 1983 even waited 1 year or more until they finally undertook this examination. The way it has been administered, this "In-Program-Assessment-Examination" has the appearance of a "Comprehensive Examination", without really being one.

The greatest difficulty I find in advising students for the In-Program-Assessment-Examination is the fact that after a student has completed 10 courses which were chosen from all kinds of areas and often for the strangest reasons, it becomes almost impossible to determine three areas of concentration. The student then selects any three professors who, without great enthusiasm, go through the ceremony of testing a student, once more, for an already successfully completed course. Three professors told me recently that, with all the sophisticated preparation (Syllabi, reading lists, general questions, specific questions etc.) just for one previous course, they find the In-Program-Assessment-Examination below the level of other undergraduate examinations. Whether TRES 599 is considered as an "In-Program-Assessment-Examination" or as a "Comprehensive Examination", the basic problem lies with the profile of individual course selections. When Dr. Fahey introduced the idea of areas of concentration, he was very explicit:

"The Program requires thirty credits of course work and three credits for a comprehensive examination. In consultation with one of the directors of the program, students choose courses from not more than three of the following areas: Bible, History of Christianity, Systematic Theology, Ethics, Judaism, World Religions, and Philosophy of Religion... In preparation for this examination, normally taken toward the end of the second year, the program director will have worked out in consultation with the student a personalized syllabus covering the three areas previously determined as areas of specialization. This examination successfully identifies students' level of achievement, determines whether they are ready for Cluster C courses, and encourages them to develop habits of personal reflection and research."³

Theses practices derogate from this initial conception. It will need

³Dr. M. Fahey, "Report on the Diploma in Theological, Religious, and Ethical Studies", December 1979, p.2

more than the good will of a Graduate Program Director to change the present disorder. It is of no great help either just to abolish the TRES 599 requirement and to replace it with any other (graduate) course, as some colleagues suggested. This would only cover up and even reinforce the deeper problem and leave the student again with a non-structured compilation of courses. A program should pursue more ambitious objectives than just to provide a huge number of courses from which a student can choose up to eleven. TRES 599 should regain its function of helping students to focus in their diploma studies on three areas. Such concentrations are even extremely desirable e.g. for those who intend to teach religion in Protestant schools where the teaching program requires a very clear professional competence in Ethics, in Biblical Studies, and in World Religions (or Philosophy of Religion).

Even if the interests, and the reforms, of the TRES program should not be dependent on the planned M.A. in Theological Studies, there, nevertheless, seems to be a particular urgency to clarify the TRES In-Program-Assessment-Examination and its academic status, since the Admissions Requirements of the new M.A. proposal stipulate that "TRES students may qualify after taking the In-Program Assessment Examination".

6. Office Space, Secretarial Assistance

In his 1979 report, Dr. Fahey complained about lack of office space, inadequate filing of the records and insufficient secretarial help. Dr. Moroziuk, in his Appraisal of 1983 just adds: "No change since 1979". Unfortunately I have to continue by saying: it gets worse and reaches an intolerable state. Our TRES student files are dispersed in three different rooms (HB 318, HB 320, and HB 322). Since June 1987, when I took over the job of Graduate Program Director, I had to work with almost half a dozen different departmental secretaries, who all had the good fortune of discovering, weeks later, misplaced files from the preceding secretaries. Most did not know anything of the TRES program. There is at least one student whose graduation will have to be postponed till Spring because of such a situation. The department and the TRES program administration would really need a professionally competent secretary who can assure continuity.

7. Current Difficulties

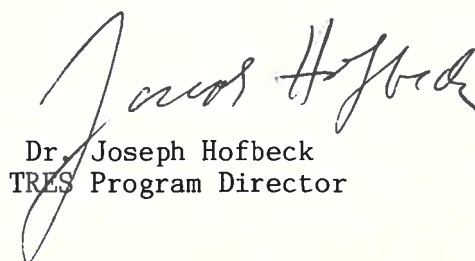
Since most of these difficulties were already exposed in the preceding sections of this report I would like to limit my-self to a brief enumeration.

1. Over the years the TRES diploma program became more and more a program of the Department of Theological Studies. This might impoverish the much larger conception of the initial project. The Religion Department certainly could make a major contribution to the TRES program in regard to World Religions, Philosophy of Religion, and Ethics.
2. The very large number of the yearly course offerings, at least as they are listed in the departmental course guide, might not necessarily be helpful to students in selecting their courses, particularly in the absence of further guidelines concerning areas of concentration.
3. There has been some difficulty in establishing a coherent individual program of studies with an emphasis on three areas of concentration. This makes the passing of the In-Program Assessment Examination very problematic.
4. The C-cluster component of the Diploma program has suffered serious neglect through the use of Graduate Tutorials, particularly in the case of students with inadequate undergraduate preparation.
5. There might be a further increase of full-time students in the program. In that case we have to face the problem of getting adequate courses in the right sequence for these full-time students.
6. When part-time professors are hired in the department who are assigned undergraduate courses, the department should keep in mind that they might be called upon indirectly to teach graduate level courses.
7. In order to avoid the recurring problems with the TRES files, the diploma program should have adequate space for its files.
8. In the absence of adequate secretarial assistance, the administration of the program and ultimately the students will suffer. We have not been able to determine why the department has been left with such discontinuous secretarial assistance.
9. With the proposal of an M.A. in Theological Studies there might be a great risk of devoting all energy to the preparation of this project at the expense of the already existing TRES program.

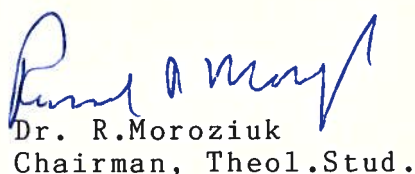
9. Summary

After ten years of existence the Diploma in Theological, Religious and Ethical Studies (TRES) is still pursuing its initial objectives and fulfills a unique function in the English-speaking community of Montreal. It has enough enrolment and professorial resources to continue its existence at least for another four year term. But there is a notable need for adjustments in the curriculum and structure of the program, emphasizing the graduate character of the program, clarifying inter-departmental collaboration, and providing the necessary material and secretarial assistance. Since these corrections could certainly be made in the near future, I recommend that the TRES diploma program be given an additional mandate.

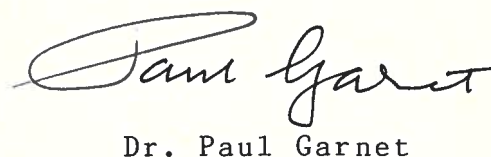
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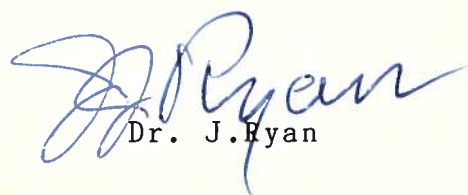
Dr. Joseph Hofbeck
TRES Program Director



Dr. R. Moroziuk
Chairman, Theol. Stud.



Dr. Paul Garnet



Dr. J. Ryan

Dr. M. Spicer



9.1 Diagram I

9.1 TRES STUDENT 1983-88

Year	"	Graduates	:	Full-time	:	Part-time	:	Total	:	Independ.	:	Withdrawn
83-84	"	3 (12)	:	(1)	:	(37)	:	(38)	:	14	:	11
84-85	"	3 (3)	:	(0)	:	(21)	:	(21) 43	:	13	:	8
85-86	"	7 (3)	:	(2)	:	(31)	:	(33) 35	:	19	:	8
86-87	"	4 (6)	:	(6)	:	(22)	:	(28) 39	:	26	:	9
87-88	"	9 (5)	:	(5)	:	(25)	:	(30) 35	:	?	:	?

The data for this diagram were compiled in reference to various departmental files and with the help of Concordia's Institutional Research Center. Both sources do not always agree. Where there is a difference, we list both numbers. The numbers in brackets are those obtained on 19 october 1987 from Institutional Research.

9.2 Diagram II

Registrations for TRES courses 500-599
in 1987-88
(as of october 1987)

Category of students	number of course registrations					
	number of students	Summer	Fall	Winter	Total	
		87	87	88		
TRES program students	35	21	45	47	113	
Independent students	14	6	9	7	22	
M.A. students from Religion Department	3	0	3	?	3	
Total	52	27	57	54	138	
		20%	41%	40%	100%	

Source: Class lists of 1987-88

Each TRES program student takes an average of 3.2 courses during the academic year 1987-88

9.3 Diagram III

TRES Courses offered from 1983-88

(Compared with the number of TRES students)

Type of course	: 1983-84	: 1984-85	: 1985-86	: 1986-87	: 1987-88	: Aver.	:
Cluster A Introductory	: 8	: 9	: 8	: 8	: 10	: 8.6	:
Cluster B Intermediate	: 21	: 18	: 13	: 13	: 15	: 16	:
Cluster C Advanced (graduate) without Tutorials	: 11	: 12	: 11	: 7	: 5	: 9.2	:
Cluster C Graduate Tutorial TRES 588, 589	: 3	: 3	: 3	: 3	: 3	: 3	:
In-Program- Assessment-Exam	: 1	: 1	: 1	: 1	: 1	: 1	:
Total TRES courses	: 43	: 42	: 35	: 31	: 33	: 36	:
Number of TRES program students	: 38	: 43	: 35	: 39	: 35	: 38	:
Number independent student taking a TRES course	: 14	: 13	: 19	: 26	: ?	: 18.8	:

9.4 Diagram IV

Type of courses
actually taken by TRES diploma graduates
from 1983-88

(compared with the percentage of courses
to be taken according to the regulations)

	from Cluster A Introductory	from Cluster B Intermediate	from Cluster C Advanced (graduate)	from Graduate Tutorials	
Percentage of courses <u>actually</u> taken by TRES graduates	27 %	28.6 %	11.7 %	32.5 %	
Percentage of courses <u>required</u> by TRES regulations	maximum 40 %	not specified	minimum 40 %	not specified	

Source: Diploma Certifications from the years 1983-88

10.1 Recent TRES Diploma Graduates 1983-1988

Spring 1984

Laperriere Marc J.
Wan Kit Tsui, Daniel
Turpin, Gerald

Spring 1985

Hammond, Sheila
Leonardt, William
O'Rourke, Patricia

Spring 1986

Assistores, Emile
Baker, Jeffrey
Jass, Magda
Rode, Susan
Shaughnessy, Catherine

Fall 1985

Frew Eleanor

Fall 1986

Boyce, Donna
Callan, Richard

Spring 1987

Caverzan, Carol
Hampson, Frances
Smith, David McLean

Fall 1987

Aitchison-Philpott, Judith
Bareika, Margaret
Deslandes Maurice
Ho, Jona
Lannon, Patrick
Mugridge, Joseph
Werbowyj, Olga

Spring 1988

Green, Rona
Shugar, Murray

10.2 List of Current Diploma Students

Bareika, M
Brennan T
Choquette, H
Corluka, J
Corluka. G
Cousineau, R
Donelly, E
Dwyer, P
Feinstein, R
Francis, R
Fulginiti, P
Gras, D
Harper, J
Ho, C
Hogan, M
Huish, P
Hutcheon, R
Lyng, M
Leclerc, G
MacGregor L
MACGregor, R
Mazoff, D
McCann, S
Miller, I
Miller, J
Nathan, S
Peacock, A
Rojas, C
Roney, G
Saray, W
Segal, C
Vann, R
Willing, R
Workman, I
Zankowski, R